

## WEST ASHLEY INTERMEDIATE

721 Wappoo Rd.  
Charleston, South Carolina 29407

**GRADES** 5-6 Elementary School

**ENROLLMENT** 828 Students

**PRINCIPAL** Aidra Shaw 843-763-1533

**SUPERINTENDENT** Dr. Maria Goodloe 843-937-6319

**BOARD CHAIR** Mr. Gregg Meyers 843-720-8714

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	53	40	0	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

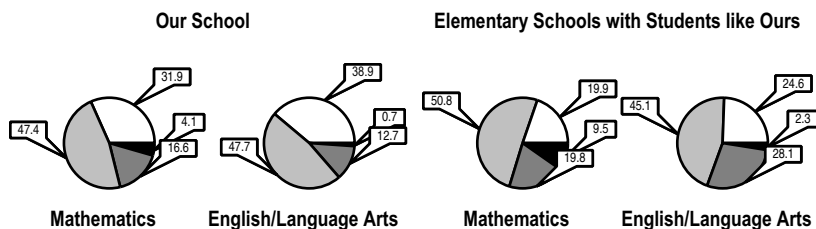
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	39	328	145
Percent satisfied with learning environment	26.3%	69.8%	73.2%
Percent satisfied with social and physical environment	28.9%	67.4%	61.8%
Percent satisfied with home-school relations	25.0%	78.6%	65.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	803	99.9	38.9	47.7	12.7	0.7	13.4	17.6
Gender								
Male	397	99.7	46.2	45.3	8.0	0.5	8.5	17.6
Female	406	100.0	31.6	50.1	17.4	0.8	18.2	17.6
Racial/Ethnic Group								
White	292	99.7	24.0	54.2	20.3	1.5	21.8	17.6
African-American	480	100.0	49.1	44.1	6.8	N/A	6.8	17.6
Asian/Pacific Islander	14	100.0	16.7	41.7	33.3	8.3	41.7	17.6
Hispanic	16	100.0	21.4	42.9	35.7	N/A	35.7	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	662	99.8	35.1	48.7	15.4	0.8	16.2	17.6
Disabled	141	100.0	57.0	43.0	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	803	99.9	38.9	47.7	12.7	0.7	13.4	17.6
English Proficiency								
Limited English proficient	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	796	99.9	39.1	47.4	12.9	0.7	13.6	17.6
Socio-Economic Status								
Subsidized meals	483	100.0	47.4	45.4	7.1	N/A	7.1	17.6
Full-pay meals	320	99.7	25.4	51.2	21.6	1.7	23.3	17.6

Mathematics								
All students	803	99.5	31.9	47.4	16.6	4.1	20.7	15.5
Gender								
Male	397	99.2	36.2	45.2	15.9	2.7	18.6	15.5
Female	406	99.8	27.6	49.6	17.4	5.4	22.8	15.5
Racial/Ethnic Group								
White	292	100.0	19.8	47.3	25.3	7.7	33.0	15.5
African-American	480	99.4	39.9	48.3	10.7	1.1	11.8	15.5
Asian/Pacific Islander	14	92.9	N/A	41.7	33.3	25.0	58.3	15.5
Hispanic	16	100.0	42.9	28.6	21.4	7.1	28.6	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	662	99.7	27.1	48.2	19.8	4.9	24.7	15.5
Disabled	141	98.6	55.1	43.3	1.6	N/A	1.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	803	99.5	31.9	47.4	16.6	4.1	20.7	15.5
English Proficiency								
Limited English proficient	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	796	99.5	32.0	47.3	16.7	4.0	20.7	15.5
Socio-Economic Status								
Subsidized meals	483	99.2	39.7	46.9	11.6	1.8	13.4	15.5
Full-pay meals	320	100.0	19.7	48.1	24.6	7.6	32.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	387	99.7	39.7	49.7	10.3	0.3	10.6
	Grade 6	416	100.0	38.2	45.8	15.0	1.1	16.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	387	99.5	30.8	50.0	16.7	2.5	19.2
	Grade 6	416	99.5	33.0	44.9	16.6	5.5	22.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 828)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.2%	N/A	2.6%	2.4%
Attendance rate	95.3%	N/A	95.8%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	17.3%	N/A	12.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	15.7%	N/A	8.4%	8.0%
Older than usual for grade	24.8%	N/A	1.0%	1.1%
Suspended or expelled	0.0%	N/R	0.0%	0.0%

Teachers (n= 47)				
Teachers with advanced degrees	42.6%	N/A	45.4%	50.0%
Continuing contract teachers	57.4%	N/A	86.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	N/A	N/A	87.3%	86.2%
Teacher attendance rate	95.3%	N/R	95.2%	95.3%
Average teacher salary	\$37,636	N/A	\$39,494	\$39,909
Prof. development days/teacher	16.1 days	N/R	11.3 days	11.4 days

School				
Principal's years at school	1.0	N/R	3.5	4.0
Student-teacher ratio	23.9 to 1	N/R	18.7 to 1	18.9 to 1
Prime instructional time	89.9%	N/R	89.5%	89.7%
Dollars spent per pupil*	N/A	N/A	\$5,668	\$5,892
Percent spent on teacher salaries*	N/A	N/A	66.7%	66.6%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	99.0%	N/R	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

With the opening of a new academic year, we found ourselves also opening a new school. A building that had only recently housed high school students was being transformed to accommodate a new concept within the Charleston County School District. West Ashley was to see fifth and sixth graders housed in a physical plant to become known as West Ashley Intermediate School. No longer to be identified as totally elementary but not yet within the grasp of the middle school. We found ourselves in a nurturing yet stimulating environment. Yes, it was all too true that among the hectic days of transformations, we were just beginning the journey of many new passages and awakenings of many new challenges and faces.

The faces of the population that comprises West Ashley Intermediate School are both diversified and unique. Each individual holds a special piece of the puzzle that when put together reveals areas of academic achievement, athletic success, fine arts excellence, state of the art technology, and community involvement, just to mention a few. Within a busy, challenging, day-to-day existence, we found ourselves engaged, belonging, and succeeding. Here at West Ashley Intermediate we believe education is a journey and not a destination.

Dr. Patricia A. Smith, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.